

# School Activities



Code Committee, Hastings Junior High School, Hastings, Nebraska



King and Queen Contest, Bladen Central School, Elizabethtown, North Carolina

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# School Activities

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Vol. XXXI, No. 9

May, 1960

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Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1041  
New Hampshire Street, Lawrence, Kansas. Single copies 50 cents. \$4.00 per year.

Entered as second class matter at the post office at Lawrence, Kansas, under the Act of March 31, 1879.

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# *As the Editor Sees It*



Now, as never before, outside groups—civic, political, religious, patriotic, commercial, industrial and professional—are pressuring their pet ideas into the school, with the inevitable result that most school schedules are literally splitting at the seams.

For example, one school system reported that 2,155 class periods were devoted to preparation for a Rose Festival; another, that fourteen different outside organizations were permitted to hold drives during school hours; in many, the multiplication of Special Days and Special Weeks has all but smothered established and profitable activities in assembly and home room; and in a great many, essay and similar contests have seriously hindered regular class instruction in a number of subjects.

Admittedly, because of the strength of this pressure and a lack of standards of relative value, it is difficult to draw the line. Any inclusion or exclusion is sure to bring quick community reaction, both favorable and unfavorable. However, intelligent and strongly supported decisions will have to be made soon or the school's schedule will explode, destroying justifiable as well as unjustifiable activities.

Recently the top-ranked basketball team in a certain state was knocked from its position by an admittedly weaker team. Three of the team's stars did not play because they, with a few other students, had painted their class numerals on the front steps of their own brand new, multi-million dollar high school building. Too bad, in one way, that the team did not win this game and retain its top standing—and so show that it could win without hoodlums.

We well recall our profitable associations with him, a badly crippled "visionary" who just fifty years ago initiated in America an organization which this year will enroll more than five million members, for a grand total of more than 33,500,000. Who? James E. West. What? The Boy Scouts of America.

Do you have any ugly, eroded, unsightly spots on your campus? Or places that ornamental

shrubs and flowers would beautify? Want to add attractiveness to your school setting? Your State Conservation Office will help your student council, committee, club or other group by providing material, assistance and supervision—if these are requested. When is the time to make these requests? Right now—SPRING.

The two most commonly expressed reasons for promoting businesslike administration of extracurricular funds are, (1) to develop sound financial organization and administration, and (2) to educate direct participants in approved business materials and procedures.

Two less frequently expressed reasons, which are important and should also be stressed are, (1) to educate non-direct participants (all students who see and hear about such procedures), and (2) to develop an increasing respect for activities—organization, administration, sponsors and members—among both school and community people.

Although we have recently read a number of articles on the "schools-of-the-future" theme, we did not find in these a single paragraph relating to extracurricular activities. Is this area perfect, unimportant, or what? Maybe it is still "just growing" in any way, shape, form or direction. If so, the day will come —

The official programs of many student council, leadership, publications, athletic, cheerleading, music, speech and similar conferences, competitions, clinics and workshops are very ineffective publications—to say the least; too much included, too sermonic, poorly organized, and often papered, printed and covered most carelessly.

Because such a program (1) should be most helpful, (2) will be kept a long time by the participants, and (3) will get into the hands of other groups and schools planning similar events, great care should be used in planning, organizing and producing it.

Time again for our annual exhortation—PLEASE, no mimeographed or multigraphed programs for your graduation exercises, PLEASE.



*Sorry to say, in some schools Latin IS a "dead language." Happy to say, in some schools Latin IS a "live language." The difference is not in the language but in the manner in which it is presented.*

## Activity with a Capital A—That's Our Latin Club

**E**VERY WEEK IS LATIN WEEK at Frankfort High where everyone of us enrolled in Latin is a member of the club. By the third week of school we make our year's calendar—a clear-cut plan of activities organized around the interests of eighteen groups, or committees, headed by officers and senators. Active participation in our varied worthwhile activities enriches our school life and discovers and develops our latent talents.

Perhaps dabbling in creative work recruits students in Latin classes as well as the annual visit of three costumed Romans to the eighth graders to discuss their prospective Latin study. Anyway, while the popularity of Latin fluctuates in many schools, we always have the opportunity to study four years of the language and, at the same time, to grow through our club work and play.

Our first love is working on a group project after ideas are listed and eliminated until one is agreed on by all (except slaves who have no voice in club planning). No subjects could offer more varied material than can mythology and Roman history. A picture in a textbook, a *Life* magazine story, a scene from a book we have read—anything may suggest an idea to us.

Here is where our copious collateral reading comes in. Although it is "free" and not required, it pays off richly for the student who reads widely and can thus use his knowledge in modeling crea-

**ANN GREER**  
*Consul, High Latin Club*  
*Frankfort High School*  
*Frankfort, Kentucky*

tions that approach authenticity. Few of us are artists but there is a job for everyone who is not averse to spending hours at the work table coating himself, as well as his efforts, with wallpaper paste, plaster of Paris, and Duco cement.

The detail work of our projects consumes most of our time, for we make two-inch people of pipe-stem cleaners, with heads of plaster of Paris, shaped with toothpicks into expressive faces and hair styles. Then we paint the small heads and faces and dress the tiny figures.

Our creative work is not confined to modeling. Each fall an assembly play is written to incorporate initiation of our slaves and provide entertainment for the entire student body. This year's play, "Out of This World" or "Which Way Will You Go?" takes place in Pluto's World of the Dead and covers the one day's time that Hero Aeneas is permitted to visit his deceased father. We spend much time in perfecting costumes, for every member of the club has some role to play.

### OUR COVER

The code of conduct for Hastings Junior High, Hastings, Nebraska, is a joint effort of the Student Council officers, the principal and assistant principal and Student Council sponsors who work together with the PTA president, minister and selected parents.

Nothing this year exceeded in popularity the King and Queen contest in Bladen Central School, Elizabethtown, North Carolina. The Activity King was unquestionably the most aggressive student in the school. See article on page 262.



Workers' Corner in Our Latin Room



Caesar's Siege of a Walled Town



A Mass Human Sacrifice by Druids

During Holy Week an appropriate assembly is planned and sponsored by our club.

We have unique schemes for keeping the club self-supporting. There is our original Pandora Box Sale. Each 15-cent-gift-wrapped box holds a surprise, as did Pandora's, for more than two hundred items worth 15¢ to \$5 are contributed, wrapped, and sold to the eager student body during one noon hour. Only slaves pay taxes (dues) of 10¢ a year. They are also subject to fines imposed on them, as 1¢ for all errors on board work beyond two free errors and 5¢ for chewing gum, no homework paper or failing a test.

During National Latin Week we highlight Latin in our community by holding Open House. Visitors enjoy our projects displayed on the balcony and from their balcony seats, view a spectacular drama below:

Upon our arrival in picturesque costumes of characters or monsters of history or myth, we are given a sheet of slave auction groupings for our convenience. Auctioneers chant bids as tunic-clad slave after slave ascends the block to be sold for real money. A hilarious period follows when the new owners recline at the festive board with their slaves on the floor across the table to serve and entertain at their masters' bidding. Some slaves hold flaming torches throughout the banquet to lend a true Roman atmosphere. Constant entertainment is the style. Much of it is furnished by candidates for office, dressed in the customary white toga of the candidati. At least a week before this event nominees for consuls, quaestor and tribune have posted lengthy qualifications for office. As a climax to their vigorous campaign they make a final plea for votes by speeches and free entertainment for the banquet guests.

The banquet closes with the freeing of the slaves from the year's servitude. In a formal ceremony they repeat after the Tribune this oath:

"I swear by the ghost of Caesar and the heads of Cerberus to make A's in Latin, always have my homework, never talk in class except when called on and to keep all Latin Club secrets until death do us part." With one glass of "harmless wine" they are now pronounced bona fide Romans.

There is a time at the close of each school year when we must send a record of our activities to the Latin Week Chairman. In our attempt to be original last year we "scrapped" the usual scrapbook idea and made beautiful scrolls—one for each month—in the typical container of Roman days. Each scroll boasted a different scribe and a different artist in its composition of narrative, snapshots and clippings. That way more of us thrilled at our efforts' winning First Place in the Kentucky Latin Week Awards.

Here is our Latin Club Calendar for 1959-60:

*September—*

- Set up 18 committees with Senators and officers as chairmen
- Start every committee on its responsibilities
- Order pins

*October—*

- Write assembly script
- Write article for SCHOOL ACTIVITIES magazine
- Plan Latin Week Report

*November—*

- Present assembly program
- Work on Latin Week Report
- Plan exhibit for University of Kentucky Convention



Across the Styx with Aeneas

*December—*

Write Capitolian (Frankfort High School Yearbook) story in pictures  
Start exhibit

*January—*

Hold Pandora sale  
Work on exhibit  
Work on Latin Week Report

*February—*

Work on exhibit  
Work on report

*March—*

Work on exhibit  
Work on report

*April—*

Sponsor Holy Week assembly  
Publicize Latin Week  
Hold Open House with Banquet and Auction  
Hold annual election  
Visit eighth graders  
Complete report  
Enter report in Latin Week contest  
Attend State Convention

*May—*

Complete year's records  
Plan calendar for 1960-61.

Our Latin Club Committees for 1959-60, each made up of from two to seven members, are as follows:

Auction	Banquet Room
Convention	Election
Holy Week	Latin Week
Orientation	Pandora Sale
Refreshment	Slave
Stage and Costumes	Script

Capitolian	Publicity
Entertainment	SCHOOL ACTIVITIES
Open House	article
Pin	

This is another year—we have another idea—who knows? We'll see! Come on and send your Latin Week report to your State Chairman. Let's yell from the housetops the fun we have while we're learning Latin—that "dead" language!

## The Worm Turns

(The following was contributed to *College English* by William Stafford. Both coaches and teachers of academic subjects will notice therein a familiar strain, this time in "Reverse English.")

Dear Coach Musselman:

Remembering our discussions of your football men who were having troubles in English, I have decided to ask you, in turn, for help.

We feel that Paul Spindles, one of our most promising scholars, has a chance for a Rhodes Scholarship, which would be a great thing for him and for our college. Paul has the academic record for this award, but we find that the aspirant is also required to have other excellences, and ideally should have a good record in athletics. Paul is weak. He tries hard, but he has troubles in athletics. But he does try hard.

We propose that you give special consideration to Paul as a varsity player, putting him if possible in the backfield of the football team. In this way, we can show a better college record to the committee deciding on the Rhodes Scholarships. We realize that Paul will be a problem on the field, but—as you have often said—cooperation between our department and yours is highly desirable, and we do expect Paul to try hard, of course. During intervals of study we shall coach him as much as we can. His work in the English Club and on the debate team will force him to miss many practices, but we intend to see that he carries an old football around to bounce (or whatever one does with a football) during intervals in his work. We can expect Paul to show entire good will in his work for you, and though he will not be able to begin football practice till late in the season, he will finish the season with good attendance.

Sincerely yours,  
Benjamin Plotinus, Chairman  
English Department  
—National Federation Press Service

## Our King and Queen Contest

**MAGGIE H. CARRAWAY**  
*Bladen Central School*  
Elizabethtown, North Carolina

Because our student council needed funds to pay expenses attendant to sending delegates to the North Carolina State Student Council Convention, we decided to promote a "King and Queen Contest."

Our glee club, band, dramatics club, dance group, physical education department, and faculty, as well as the student councils of neighboring schools, were invited to present one number each. They responded nobly. The coronation climaxed the program.

Council members decorated the stage and auditorium in blue and gold, the school colors. Ushers wore evening clothes. Patron tickets were sold for one dollar each, and ads were sold to local business men, who graciously cooperated with us.

Because this program was thoroughly enjoyed by all—and raised more than five hundred dollars for a worthwhile project—the student council plans to make it a yearly event.

## The Rise and Decline of Our International Relations Club

**BERNARD SMINK**  
*Troy Township High School*  
Pontiac, Michigan

At the time I started teaching at Troy High School activities were at a minimum with the exception of athletics. I introduced an elective course into the school called International Relations. My main purpose was to create an interest in all the students of the school toward a better understanding of international affairs; therefore, I sponsored the International Relations Club. I believe that anything worth doing should be worth doing in class, however, some of the plans suggested were not approved of by the administration for class time so we had to carry through on our own time after school hours.

The Club started with a membership of six. The enthusiasm grew by leaps and bounds until

the membership had reached eighty-seven. The objectives of the Club were set up and officers were elected.

To create an interest among the students we had hall displays. This was only one of many ideas brought forth by the members of the Club.

They also headed clothing drives. One of our former teachers and his wife, who are now teaching in Turkey, wrote our school asking for clothing for the children in their area. The members of the Club organized this drive and it was a huge success.

Pictures, drawn by the students, depicting the difficulties of these unfortunate children were literally plastered all over; not only within the school but also within the community and outlying communities.

They also wrote many letters to students in other countries. They were really amazed at the tremendous response they received.

Later in the year, however, the members of the Club came to the realization that they could not function effectively unless they had money with which to carry on, so they spent the next few months planning dances, bazaars, etc., with which to raise the necessary funds. The money went for such things as Club expenses and assembly speakers. Most of the money, however, was used for such causes as CARE.

Although at first the Club was very active and successful and received recognition from the administration, towards the end of the year, interest decreased and membership dropped off. Two main reasons for this, I believe, were lack of administrative cooperation and a paucity of student ideas.

It appeared to me that new ideas stimulated and increased interest but when these eventually became few and far between, apathy toward the Club became quite apparent. By the end of the school year enthusiasm within the Club was at a pretty low ebb. The summer intervened and when the fall term began an attempt was made to reorganize the Club, but to no avail.

The writer believes, very strongly, that there is a great need for these extracurricular activities but that they must receive hearty support from the school's administration in order to be successful. If the extracurricular activities are of educational value, it is only right that they should be scheduled wherever possible during school hours, not after school.



*It is a mistake to assume that the student council is strictly a high school organization. Properly designed, it can be just as effective in the elementary school.*

## Our Student Council at Thomas Jefferson School

**"I** F I AM ELECTED, I PROMISE THAT I WILL BE LOYAL TO THOMAS JEFFERSON SCHOOL.

I will do everything I can to make it a good place for boys and girls to go to school."

A politician making his pre-election promises? No, it was an eleven-year-old sixth-grader campaigning for the office of president of the student council. Behind him on the stage was a semicircle of other youngsters. They were awaiting their turn at the microphone. They too, were "tossing their hats into the ring" for offices in the student council. Some were running for president, some for vice president, others for secretary, or assistant secretary.

In front of the candidates sat the first, and second grade students. They were all, including the usual exceptions, engrossed in what was taking place onstage. Since it was quite obvious that there would be no need for "Sh-sh-sh's" or warning finger-snapping, the teachers had settled back in their chairs to follow the proceedings.

Everything possible had been done to make the meeting impressive for the youngsters, both those participating and those in the audience. The students had written their own speeches and had spent some time in rehearsing them.

"I am speaking for Fred Wilson for president. Fred is absent today. Fred would make a fine president of our student council. He is captain of our safety patrol. He is an active Scout worker. We know he is honest, loyal and fair. I am sure you would be proud to have Fred as your president. I thank you."

The audience gave dignified applause as the sixth-grader took his seat in the semicircle.

It was a pleasure to see the seriousness with which the candidates were taking the occasion. There was no giggling, nor fidgeting, nor showing off among them. This was important and they were bringing their best to it.

As in most schools having such organizations, the student council at Thomas Jefferson is made up of two representatives from each classroom. The students from the first grade through the sixth, elect their council members under teacher guidance.

**ALBERT J. CRISPELL**  
and

**MRS. HOPE MOUNTFORD**  
*Thomas Jefferson Elementary School*  
Levittown, Pennsylvania

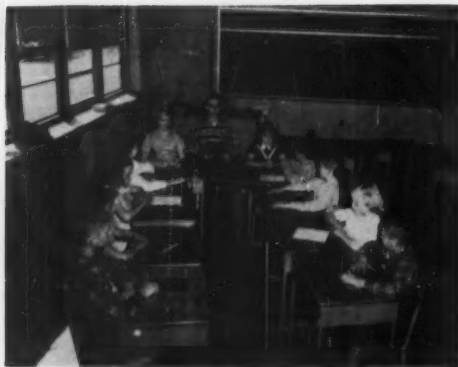
Members of the council from grades three to six, thus chosen, may then run for one of the four offices of the organization. The sixth grade council member may run for president, fifth grade for vice president, fourth grade for secretary, and third for assistant secretary. The student body, not the members, then elect officers for the council. This system of having the officers elected by all the students rather than by council members alone was used in order that the interest of the student body would be further stimulated and the original high interest maintained over a longer period.

The assembly for campaigning candidates proved most successful as an interest-getter. Each part of it was planned to be as impressive as possible. It gave each student a feeling of participating in the council. After the speeches, the principal, Albert J. Crispell, gave the students further opportunity to become familiar with the candidates by calling up all those running for president and again telling their names and then, in turn, doing the same with those running for vice president, secretary, and assistant secretary.

In a few days printed ballots were passed out to each room and the election took place within each of the eighteen classrooms. The results of each classroom balloting was forwarded to the classroom of Mrs. Mary Becker, sponsor of the Student Council. She, with members of her class, tabulated the results of the classroom elections. Finally, just before the children went home on election day the familiar voice of the school secretary, Mrs. Theresa M. Monahan, was heard on the school public address system.

"May I have your attention please. I would like to announce the results of the election for offices in the Student Council. The following students were elected to office in the Student





Thomas Jefferson School Student Council

Council: Fred Wilson, President; Virginia Whitman, Vice President; Kathy Knecht, Secretary; Robin Fisher, Assistant Secretary."

Following this announcement cheering could be heard and the giving of congratulations. The children were then on their way home to give the exciting news to their parents and friends.

As in other schools, the student council considers general problems that arise at Jefferson. During the past several weeks, for example, they have had a project of making the playgrounds safer and cleaner. This project was chosen because behavior of playground bullies and pests seemed to be the major concern of pupils. Stressing "Recesses are for fun," representatives took suggestions back to their classmates for making their outdoor play periods "more fun for more people."

Cooperating with teachers, the council members were effective in urging pupils to comply with playground rules and in suggesting new games that might be used. Teachers got chuckles out of the way the council members worked like little watch dogs to keep the grounds free of paper, that seems to gravitate to playgrounds. Meanwhile the council wages a continuous campaign to instill pride for their school as a whole.

Meetings of the council are held once each week and last from fifteen to thirty minutes. They are conducted with decorum. The children themselves like the feeling of importance an orderly meeting gives and they practice some of the basic parliamentary rules of order.

Even so, the atmosphere is kept free and easy with plenty of opportunity for the exchange of ideas. The sponsor, however, sees that discussions are eventually channeled to a conclusion, with

suggestions either discarded or accepted by the group. Prolonged discussion with no decisive action is avoided, so that no member can say, as did a member of a council of another school, "Talk-talk-talk-talk. That's all we ever do. We don't never get nothin' done."

The Jefferson council has avoided this common error. Teachers and the principal cooperate to help translate any suggestion into action. This prompt and enthusiastic cooperation has made a lively and helpful organization out of the council.

The students actually want to be helpful as well as to have the satisfaction of accomplishing something worthwhile. Had their suggestions been shoved off, or tossed into "File 13," or given the "Yes, Yes, Treatment," with no accompanying action, they would have been the first to declare the student council a sham.

Thus it appears that, as in all other phases of education, the success or failure of a student council rests squarely with the teachers, and administration, for regardless of how reliable, capable and intelligent the council members may be, children's powers of organization cannot operate most effectively without skillful guidance.

## School Activities and Self-Discipline

J. R. SHANNON  
Del Mar, California

There was a time, such as Edward Eggleston described in *The Hoosier Schoolmaster*, when classroom discipline was problem number one in education. "As a result," say Reavis and Judd,<sup>1</sup> "school teachers were usually selected because of their reputations as disciplinarians rather than as instructors." American schoolmen a generation after Eggleston thought that we had outgrown that era, but now, perhaps, we are returning to "them good old days." One indication of our current concern over the problem was the National Education Association's issuing a *Research Bulletin* recently on Teacher Opinion on Pupil Behavior.<sup>2</sup>

<sup>1</sup> William C. Reavis and Charles H. Judd, *The Teacher and Educational Administration*, Houghton Mifflin Company, 1942, p. 4.

<sup>2</sup> National Education Association Research Bulletin, 34, No. 2, April, 1956.

As important as classroom discipline was and is, any experienced teacher, or other psychologist or sociologist, will agree that the only discipline which is worth a hoot in the long run—the only kind worthy to be made an objective in education—is self-discipline. Self-discipline is defined in this discourse as one's fortitude to forego present minor satisfactions for future major ones. It is the ability to stick when the going gets tough. One of the easiest, commonest, and most valid and reliable measures of self-discipline is one's fortitude to get up on time in the morning to meet his responsibilities without outside coercion. A person who has this fortitude has hope for eventual success; one who has it not is lost.

The old-time Victorian disciplinarians were right in their insistence on the primacy of this virtue; they were wrong only in their prescription of means for achieving it. Their contemporary, Samuel L. Clemens, was *trying* to be funny when he said that it makes no difference what a boy studies in school so long as he does not like it. Leonard V. Koos used to say that there is not a single subject in the entire program of studies, not even English or vocational education, which has not been defended for its disciplinary value. The argument was stretched so far that rebels against its exaggerated use said that just as patriotism is the last defense of a scoundrel, so is discipline the last defense of a moribund school subject. The argument can be used validly for Latin or geometry, but so can it also for golf, chess, checkers, pinocle, and poker; and one hears no hue and cry over the neglect of these games in the program of studies for the simple reason that nobody has vested interests of teaching positions in them to protect.

What the academic Victorian disciplinarians overlooked was that the initiative, the purpose—the prospective future major satisfactions, to use the words of our definition above—must come from the pupil. It must be the learner who selects the goal and wills to achieve it. He must recognize the interent value of it. Mark Twain's contemporaries in education overlooked the fact that interest begets effort more than effort begets interest.

With self-discipline—not just discipline—as a goal in education, there is no better way to achieve it than through school activities. Let us look at two actual cases, John Sherman and Frank Nitterhouse, as examples.

John Sherman was a child of poverty, born

in a country town some twenty-five miles from a fairly large city. After he finished the eighth grade his parents moved him to the neighboring city, where he knew nobody. When he started to high school he was a rube in his outgrown cotton clothes, and nobody then would have picked him to be the only member of the freshman class later to be listed in *Who's Who in America*. John often said as an adult, "I owe it all to football." Really, though, it was not football but the self-discipline he exhibited in football that put him over. It was in football that he first found a taste of success, and the momentum of that success carried over into his adult life. The self-discipline of John's youth abode long after he had dropped athletics and forgotten geometry.

Too immature and awkward his first year, John could not make even the scrub team. In his second year he made the squad but did not get a letter. The third year he was a regular, and the fourth year he was team captain and was chosen all-state. But it was not so easy as it sounds. All the time John was getting out of bed seven days a week at 3:30 to carry morning newspapers and thereby pay his way through high school and college. The football practice field was hard and rocky, the temperatures in September torrid and in November frigid. Worst of all, it seemed to John at the time, was a collection of high-school dudes occasionally coming out to watch football practice and parade their fine clothes.

After the football season ended, John started training for track in the spring. All winter long he ran a mile in the snow, wearing felt boots, to develop his wind—and this without urging from the coach.

At the same time John Sherman was going through his self-imposed regimen, Frank Nitterhouse, a teammate in both football and track, was up at 5 daily in his backyard practicing shot-putting for an hour before breakfast. And in football Frank used to say, "John, I'm going to fight and fight until I can't fight any longer, and then I'll get up and start all over again."

Similar experiences befell John as a college student on the varsity debate team. Other fellows were strolling the campus with their lady friends while John was in the library digging out material for the debates. What teachers of Latin or geometry would not welcome equal motivation on the part of their pupils?

Researchers too numerous to review indicate

that it is the leaders in school activities, more than those in academic lines, who experience the greater post-school success.<sup>3</sup> One in particular has to do with athletics.<sup>4</sup> It shows that high school coaches are more commonly chosen principals and superintendents than are teachers of other subjects. The report then goes on to suggest some possible explanations of why this is true. Might not one of the reasons be that as athletes the coaches learned the lesson most requisite for success in anything—self-discipline?

<sup>3</sup> Some of the number, under the name of the present author, are in *School Review*, 37:656-665; 42:356-361; 46:128-130; 47:610-612; 48:127-130.

<sup>4</sup> J. R. Shannon, "Want to be Principal?" *Scholastic Coach*, 20:16, 54-55 (June, 1951).

## One Picture IS Worth More Than Ten Thousand Words

**HARVEY R. KELLY, JR.**  
*Coraopolis Junior High School*  
*Coraopolis, Pennsylvania*

There it is!!! A bulletin board!! Use it, and you have one of the most powerful motivations for teaching your subject.

It's discouraging for students to walk into a classroom and see out-of-date announcements, newspaper articles yellow with age, or nothing. If those same students have an opportunity to plan a bulletin board display around some unit of study, they will be delighted and will feel a part of that class. Not only that, remember that Chinese proverb, "One picture is worth more than ten thousand words."

In the preparation of a bulletin board display, the teacher should choose a unit which lends itself to the pupils' creativity.

Let's take the study of Shakespeare to see a bulletin board display at work. About midway in the study of this unit the teacher asks the class members if they would like to prepare a display. The response is amazingly encouraging.

Those who wish to work on the display are asked to fill out questionnaires concerning artistic ability, after-school activities, and number of study halls. The art teacher, along with the English teacher, decides which students will be able to fulfill their responsibilities on the committee.



The Finished Results Please Everyone

After the committee has been chosen, the teacher discusses the possibilities of a bulletin board display on such a unit. The teacher has several ideas at the start of the meeting so the students know that the teacher has taken an interest in the work. Having chosen from eight to ten scenes which will depict the life of Shakespeare, the members begin their work. Each member has an assignment for which he has volunteered, either lettering or drawing pictures.

A week later the members again meet with their completed letters and pictures. Now the excitement begins! All of the members have their own ideas about the best way to arrange the pictures and letters. Discussion, arguments, and demonstrations prove interesting as each student tries to convince the other members that his way is best. After a majority decision, the pupils begin the work of measuring the bulletin board, centering the letters and balancing the pictures. By now, the students are quite attached to their display. They are determined to have this the best bulletin board.

Finally the display is completed. Against a background of crimson, the black and white pictures depict important dates in Shakespeare's life. A black paper ribbon representing Shakespeare's life-line connects each picture to the portrait in the middle. Upon its completion, the members of the committee along with the rest of the class decide that, "This 9 x 3 bulletin board is the best one of the year."

Immediately the other classes clamor to show their talents in a similar display. Any unit can be adaptable, but literature is especially good. "The Rime of the Ancient Mariner" "Treasure Island," "The Iliad," "The Odyssey" and mythology can be well-illustrated in ninth grade English.

Some points to keep in mind when organizing a bulletin board committee are:

1. Select only interested pupils. It's much better to have someone with less ability than to have one with a great deal of talent but who is not cooperative.
2. Set a deadline for completion. The pupils then know they must organize and pool their talents. Two weeks should be sufficient.
3. Discuss eligible pupils with the art teacher. Remember, however, it is good to have one student with original ideas even if he has little talent.

4. Be prepared to give suggestions but never be dictatorial. Let the committee use their ideas as long as they are in good taste.
5. Have progress meetings so that the work isn't delayed until the last minute.
6. Show your enthusiasm by staying after school later than you intended if the pupils want to complete a part.
7. Always compliment the students for the finished product.

Indeed a bulletin board display is a powerful motivation. A group of enthusiastic pupils, original ideas, and interested teacher and a BULLETIN BOARD prove that, "A picture is worth more than ten thousand words."

*The big difference between the class play and the festival play is that the former is a non-competitive program of entertainment for the local audience, while the latter is a competitive event rated by competent judges.*

## One-Act Festival Play an Excellent Activity

THE ONE-ACT FESTIVAL PLAY IS AN EXCELLENT SCHOOL ACTIVITY. It has very distinct advantages over the play merely produced for community entertainment. By its very nature the one-act play produced for festival performance must be well-selected and certainly it ought to be well-done. A director wants the school and community to be proud of the finished performance. Also the director wants the school to rate well in comparison with other schools.

The play must have inherent in it the seeds of greatness. It must provide ample opportunity for the development of fine acting ability. The problem of pleasing an "amusement hungry, fickle" public is swept aside. Now the best becomes none too good. This real challenge, if met well can lead actors and director into a mountain-top experience which will never be forgotten.

In Kansas the festival plays are usually chosen from a list of plays which is published in the *Kansas High School Activities Journal*. However, it is possible for directors to choose a play that is not on this list, provided that director has sent in the name of the play and received an "O.K." on it from the State Activities Executive Board before September 15 of the school year that the play is to be produced. The purpose of the published list is to rule out some of the trifling plays which might confront the judges of the play

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festivals. It tends to standardize, somewhat, the types of selections used.

Once a school has decided to enter the one-act play festival, has secured the published list of permissible plays, has considered the number of actors to be used etc., next comes the actual selection of the play and providing for regular uninterrupted rehearsals. The production of a festival play is truly a work of art. It develops gradually, stage by stage, until it reaches its final state of perfection.

In selecting the play the director decides upon the approximate number of characters to be used, then goes over the list of plays writing down the titles of seemingly suitable plays. Next he gives his written list the title test. The title must be one that will appeal to the judge, fit the play precisely, and challenge the fancy and imagination of the young people who are to act the parts of the various characters. A short title that comes poignantly to the point is most desirable.

When a dozen or more suitable titles have been selected, the next step is to secure a number of play catalogues and read about the selected plays in the catalogues. Next the plays considered must actually be read very carefully and very



critically. Plays for reading purposes may often be borrowed from a college loan service.

In deciding upon the play several criteria must be kept in mind. For competition in Kansas the play must not be more than thirty minutes in length. It should require no setting or properties which cannot be easily arranged on any stage. The play is often given for a county or league festival, a district festival, and if it is a winner, for a state festival. Generally, the host play-center furnishes the usual table, chairs, davenport, easy chair, and fireplace. Other properties must be brought by the actors.

It is important that the festival play afford opportunity for fine acting and challenge the imagination and ingenuity of the actors. The play must have a "punch." Perhaps this "punch" or "wallop" will be a tender element which burns through fury. It may be superb excellence of plot, which is capable of thrilling, delighting, and holding the audience spellbound. The play may carry a story of genuine worth, be well-written, and ideally suited to lending a fine influence in the lives of all who see and hear it. The play might be a sort of magic, gay, alive, happy, bright, and wonderful. Sometimes it is the sparkling lines which give a play distinction. Possibly it is breathless suspense, sophisticated, clean, wholesome, and colorful which captivated the audience and the judge. Clever characterizations, such as the authentic, the professional, the intriguing, the bright, the delightful, and the hilarious sometimes stamp the outstanding play. Spiritual overtones may lift the judge and audience by unforgettable lines to make glowing comments of approbation for a given selection.

A warm play which approximates real life, with its loves, its hatreds, its high moments, and its low ones, built around a wholesome theme, tender and powerfully dramatic is almost sure to appeal to both the judge and the audience. The pace or movement of the play must be right for its mood. The scenes need to be tight fitting and compact. The dialogue must always be sharp, definitely in character, and perfectly timed. Good taste is a prime necessity for every festival play. The theme of the play should have universal appeal, moral and spiritual worth, and the power to tug at the heart strings. Pathos, philosophy, high comedy, and superb tragedy all make a play appealing. The good festival play is a vehicle for perfection of emotional appeal as well as intellectual challenge.

Once the play has been found which captivates and thrills the imagination of the director and the would-be actors then it is time for the casting of the characters, the further acquaintance with the play, and the blocking out of the stage business by scenes. The director should become well acquainted with the play before attempting to select the characters. Thoughtful reading and re-reading of the play pays big dividends. As this reading continues, the play becomes a living thing in the mind of the director and gives him a feeling of the emotional tone that the author wished to portray. The director visualizes the separate identities of each of the characters as he feels that the author conceived them. Following this he calls in the students for the try-outs. It is important to give each student an opportunity to try out for the part or parts the student most desires, first, and then if the director thinks otherwise, to try the student for the part that the director had in mind. The director should explain to the student why he thinks he would fit the other part. Finally after carefully thinking through the try-outs and perhaps after reading the play again with the definite students in mind the director should choose the cast of characters.

The next step is to get the actors acquainted with the play. Perhaps the first session will be taken up with the reading of the play by the director, a discussion of the theme and the mood of the play, an explanation of the setting and the background, and finally an individual challenge to each actor. Each character is a dramatic artist creating an undying interpretation of a role. By the use of all his mind, his body, his face, his eyes, and his voice he gives the audience what he believes the author of the play wanted them to get. To do this each actor must thoroughly understand the play and wholeheartedly enter into it. This is no place for triflers.

From the time rehearsal starts until it closes the actor no longer is himself, but rather he moves, acts, speaks and emotionalizes as the character role he plays is supposed to do. It is necessary that each actor visualize his role. He can do this by remembering similar people in real life, in former plays he has seen, people in the movies, people seen on the television screen and then recombining all that he remembers with what he imagines the character to be like. The director may well make suggestions to help him. Talking over the part with the director, thinking about his explanations, and experimenting with



various characterizations in private before a mirror and in the rehearsals will help the student visualize his part. He will never perform as a real artist until he feels that he himself has created the characterization. It must be his very own.

The next step is the blocking of the action. Actually the director sits down quietly at home and uses spools, buttons, blocks, or inverted thumb tacks and on a cardboard stage floor blocks the position of each of the characters, line by line, throughout the play. A scratch copy of this blocking by the director is taken to the next rehearsal, where with the characters walking through the blocking as planned by the director the effectiveness of that blocking is tested on the stage. The blocking and the motivation for each move is discussed. Then after trying out and discussing the blocking, scene by scene, it is accepted or changed by mutual agreement of the director and the actors. Then it is written down in permanent form and placed in the director's script notebook so that the stage positions can be held the same for each rehearsal. An easy way to prepare the blocking for the director's notebook is to take two play books apart, paste one side of each page on a separate sheet in the notebook. Then write the blocking of stage positions in the margins. In some instances it is better to cut up the pages of the play book into smaller pieces so as to give more space for the notations.

The director and the actors need to bear in mind that there should be no movement on the stage unless there is a reasonable motive or reason for it. Also the principles of stage balance need to be remembered. One important character or event on one side of the stage can balance a group of characters on the other side. Also there is symmetrical balance in which a corresponding group of characters on each side of the stage produce balance. Once in a great while one uses occult balance, which is achieved as if by magic by some quick spectacular lighting, some unusual appearance, a mob scene, or sound effect. After the parts are assigned, the characters know and understand the play and the individual roles, the blocking is completed, then there is the hard work of memorization and striving for perfection.

Perhaps the most important thing that the director needs to keep constantly in mind is that together the entire cast and director are producing one beautifully harmonious work of art.

No character plays alone. Each character speaks, acts, and reacts to each other character and everything that transpires in the play. He must show in his face that he understands or does not understand, as the role necessitates, each thing that is said or done on the stage and then, in turn, he must react with body, eyes, face, and possibly speech to all that has taken place before him. Each and everyone on the stage is part of the whole stage picture. Even the seemingly most unimportant part is truly significant.

Each speaker needs to get the utmost meaning from his lines and to learn to interpret them for the audience. Pauses are as eloquent as words sometimes. In every speech there are important words. The speaker must make these important words stand out. This is called "pointing" the meaningful words. This is done by vocal quality, timing, and appropriate use of the pause.

Emotion lies at the heart of play production. Every really good actor must feel his part. As he feels it he lives out its emotions line by line on the stage. The love, the hatred, the pity, the joy, and in fact the whole gamut of human emotion which the role displays is shown by the actor by facial expressions, bodily movements, breath control, vocal changes, and adequate timing. The director often describes scenes to a character in order to arouse the appropriate emotion. Once in a while the director steps into the line and "emotes" for the actor in an effort to help him get the feel of the appropriate emotional exhibit.

Timing and phrasing must be considered. The true artist feels them almost instinctively. Beginners sometimes need to be shown. First the director discusses the timing and explains its value and motivation. Then if the proper timing does not follow he shows the actor and explains again, a bit more emphatically. Timing involves lines, actions, and scenes. A play must never drag. It is a slice of life—a moving thing. It must move or progress or interest is lost. Meaning demands that some words or lines be spoken slowly and some rapidly. Sometimes there are abrupt changes in timing and sometimes slow contrasts. As in life emotion is evident in the timing of speech.

After each character has learned his lines, has mastered his stage positions, has learned correct timing and emotionalization, has achieved correct vocal inflections, and feels fairly sure of himself on the stage, the final polishing of the play begins. Every scene needs to click into place.

All stage properties need to be handled just as in the final production. Each of these last rehearsals must be made a momentous occasion.

The director needs to go through the costuming carefully to see that each costume fits the part. No two girls should wear dresses of the same color unless they are twins. The length and style of dress must fit the period of the play. White should be worn only by angels or very unusual characters. As a rule in comedy the heroine will do well in pink, rose, red, bright blue, or some very pretty color, which makes her stand out. Warm, vibrant, or brave characters will be fine in brown. The peaceful, placid people should wear light blue. Black is for the clergy, servants, aggressive business men, dominant females and villains. Dark blue is a good stage color, especially for the inconspicuous characters. The lady villain often appears in flame red. Yellow is good for cheerful characters. Lavender has a quieting effect and purple is for royalty, for the rich and powerful. Gray is for the old, the quiet, and the reticent characters. Green is the peacemaker of the colors. Almost any type of character except the heroine and the villain could wear green. But the shade of green must be right for the complexion and the part. Some people look sick in certain types of greens under stage lights. The somber greens are for the staid characters and the bright greens are for the more vivacious ones.

When the director thinks the play is ready "to go on the road," is the time for the dress rehearsal with all of the properties, costumes, and lighting effects. At that time a few intelligent spectators may well be invited. They may be willing to give their reactions to the play for the benefit of the cast and the director. After a session with these picked spectators, the director needs to go over the audience reaction and analyze these with the students. The director needs to show how the weak spots could be eliminated and make suggestions for further improvement. It is important to mention strong points as well as weak points to keep the actors feeling that they can succeed even though there is room for improvement.

A student matinee or a production of the completed play on the home stage for the local audience is a "must." Students must feel sure that they can do the play reasonably well before entering a festival. But always they must be challenged to make their good better.

After each festival appearance the students and director should get all of the suggestions possible from the judge. Then at a future meeting with the director these suggestions should be discussed and ways of correcting weaknesses be found. Play acting can be fun. Receiving a rating in competition with other participating schools makes it even more fun. Naturally each group wants to be outstanding.

The fact that the festival play was a carefully selected dramatic vehicle makes excellence in producing it even more fun and certainly more worthwhile. The student who has created an excellent character role and played it well for a festival audience unmistakably has had a mountain top experience. Never again will he be the same. He has supped from the joyful cup of "the joy of real acting." Truly the one-act festival play is an excellent activity.

## Strutting

DIANE FLORANCE

All over the country strutting is becoming more and more popular. In our recent California State Corps Championships, strutting was included as well as marching elimination for solo competition among the corps twirlers. This idea is being promoted to develop better strutting within the corps, enabling the directors more freedom in construction of routines with capable personnel. The demand for fancy stepping majorettes particularly in Southland parades is ever increasing. The corps as well as the individual solo twirler must, in the interest of the parade chairman and the other units, maintain a forward motion at all times. Thus, some excellent footwork is needed to maintain the pace.

Military strutting is listed first and comes first in importance. Until a good military strut is perfected a fancy strut of high caliber is impossible. Military is the basic strut. Anyone aspiring to be an outstanding strutter must start from the bottom and develop. Anyone can do a series of poses but timing and continuity are the main ingredients for a good strut.

Timing is important in that you do not stay on one movement too long and in that you step off your corners with precise like movements, that you execute your salute at the right moment and that you return to your strutting routine with ease.

Variety is important but lost if nothing fits together, hence you should strive for continuity. Continuity gives your routine eye appeal as well as smoothness, ease and grace. Your strutting routine should always be pre-set but adaptable. Never perform when you are unsure of your routine, for your confidence will be lacking. However on the other hand your routine should be flexible enough that a change of area, or starting position will not fluster you.

Many opinions have been voiced on saluting during the strutting routine. A salute is a show of respect to your judge, and although it is not required it is highly recommended. Many qualified judges feel a salute should be executed at a

halt position. Many others equally as qualified are of the opinion that a moving salute is the best method. I personally am of the latter opinion. I feel a strutting routine should be kept moving at all times because it is a strutting routine by nature. I do not feel a girl can accurately be judged on strutting while she is standing at a halt position even though she is saluting.

The movements of the baton should be kept simple and in rhythm with the feet. A strutting routine should not include a great amount of twirling. Flashy baton movements are fine but straight twirling is tabu. The real key to success is forethought and a good night's rest.—*Drum Major*

*"Service clubs" of various kinds are to be found in almost all communities, to which they have contributed substantially. Because of their success, many of these men's and women's clubs now have counterparts in the high school. Here is the interesting story of one of these "junior" clubs.*

## The Henry Clay Anchor Club

**P**ILOT CLUBS HAVE CARRIED ON AN ACTIVE PROGRAM OF "FRIENDSHIP AND SERVICE" in their respective communities for the past 39 years. The executive, business, and professional women who make up the local Pilot Club are leaders in their professions and communities and have organized for the purpose of promoting active participation in any movement that will tend to improve the civic, social, industrial, and commercial welfare of the community.

Each local Pilot Club works out its own program of service to the local community within the objectives determined by Pilot International.

Since it was chartered in October, 1921, Pilot has directed a great deal of its service program toward youth and its problems. One of the great youth projects of Pilot, which offers a program unique among youth groups, is the Anchor Club. In the Anchor Club an opportunity is provided for the leaders and potential leaders of all high school age groups to develop their initiative and leadership ability by undertaking a program of service in the high school and the community similar to that carried on by the Pilot Club. By precept and example of Pilots, the Anchor Club members learn of their prospective adult role of

**AHNA L. MILLER**  
*Henry Clay High School\**  
**Lexington, Kentucky**

life and the meaning of serviceable, aggressive citizenship which is necessary for the maintenance of our American way of life.

At the 1952 Convention, Pilot International adopted as an International project, a program of great importance to the youth of today—sponsoring Anchor Clubs for teen-age girls.

In the Anchor Club, Pilot has the opportunity to fulfill its objectives "Friendship and Service" by training the youth of today for the leadership they will assume in the near future.

It is an opportunity for the school principal to provide for students a means of securing wholesome after-school activity as well as development of initiative and leadership among the students not to be found in the regular curriculum. It brings the school and community closer together; the problems of the school are recognized and concerted action can be planned and directed with the aid of community leaders.

For the teen-ager, it is an opportunity to develop latent qualities while engaging in a satisfying program of school and community service. She learns how to give and take orders, to make

\* Editor's note: Mrs. Miller is also Executive Secretary of the Kentucky Association of Student Councils.

decisions quickly and on the basis of information available to her, and to stand on her feet in front of people and to express her thoughts.

Henry Clay High School Anchor Club received its charter from Pilot International September 21, 1956. This club has always enjoyed the full cooperation of the school officials, and the support of the members of the Pilot Club of Lexington, Kentucky.

*The Objectives of Henry Clay's Anchor Club are:*

1. To develop initiative and leadership.
2. To provide experience in living and working together.
3. To serve the school and community.
4. To cooperate with the school principal.
5. To prepare for useful citizenship.

*Motto:* Anchored, We Hold

*Membership:*

1. High school girls from the senior, junior, and sophomore classes. (Our average membership has been 45 members.)
2. Passing grades in all subjects and satisfactory citizenship.
3. Election of members is by majority vote of the membership of the club.

*Officers:* President, Vice President, Secretary, Treasurer, and Directors (1 senior; 1 junior; 1 sophomore). These officers constitute the Board of Directors.

*Meetings:* The club holds two meetings each month (a business and a program) at such time and place as is determined by the club with the approval of the principal.

*Committees:* Committees and their respective duties are determined by the Board of Directors and the Committee of the sponsoring Pilot Club.

*Revenue:*

1. Each club pays to Pilot International for each member the sum of one dollar (\$1.00) per annum.
2. Henry Clay's Anchor Club local dues are 25 cents per month per member.

*Service Program:* (Summary of Service Hours from September 1, 1956, to September 1, 1959.)

School Guides .....	1,352 hours
Volunteer Nurses' Aides .....	1,048 hours
T. B. Association Services .....	297 hours
Polio Drives .....	630 hours
Misc. Community Services .....	1,133 hours
a. Crippled Children drives	
b. Red Cross	

- c. Easter Pageant
- d. Heart Fund
- e. Christmas Caroling
- f. Forget-Me-Not Sales
- g. Dressing Dolls
- h. Cancer Drives
- i. Civil Defense
- j. Thanksgiving Baskets

Misc. School Services ..... 222 hours

- a. Assisting Student Council
- b. Interclub work
- c. Assembling spellers

Making Centerpieces for Eastern

State Hospital (Christmas) .... 100 hours

Children Camp Work ..... 59 hours

Flood Relief Work ..... 30 hours

Grand Total ..... 4,871 hours

*Money Projects:* (From September 1, 1956, to September 1, 1959.)

Underprivileged Child Santa Claus.....	\$ 20.00
CARE Packages .....	15.00
Youth Orchestra .....	5.00
Cancer Fund .....	5.00
Christmas Baskets .....	15.00
Miscellaneous .....	25.00
School Court Beautification .....	109.20
School Trophy Case .....	75.00
Student Council Information Book .....	10.00

Grand Total ..... \$279.20

The success of Henry Clay's Anchor Club has been due to the large amount and quality of unselfish service that it has rendered, to the wonderful support of our principal (Clyde T. Lassiter), and to the endless cooperation of our sponsoring Pilot Club. The club has been a joy and a great satisfaction to all concerned.

## Lubbock Journalism Classes Give Experience in Reporting

**MARY C. WILSON**

*Hutchinson Junior High School  
Lubbock, Texas*

One of the most coveted staff positions on senior and junior high school publications in Lubbock, Texas, is that of Teen-age Page Reporter.

The duties of this position are to compile and

**School Activities**



write a column of material from the school the reporter is attending for submission to the local daily paper, *Lubbock Avalanche Journal*, for a Teen-age Page which appears each Thursday evening.

Journalism teachers were contacted during the fall of 1958 and asked if a member of their staff could be delegated the assignment of covering the school for the local newspaper. It was agreed that it would be excellent experience for the students to work under these realistic conditions. It was further suggested that the position of Teen-age Page Reporter be passed around among members of the journalism and publications office staff in order for more students to participate. At the present time a reporter is assigned each six weeks.

Lubbock has six junior high schools, two senior high schools, and one junior-senior high school. Each school teaches a course of journalism and publishes a bi-weekly newspaper. The high school papers are printed, and the junior high papers are mimeographed. Both the journalism classes and the publication office period draw a selected group of youngsters inasmuch as it is necessary that they be recommended for this work by former English teachers. The journalism classes are primarily a non-vocational training for citizenship. The student publications are not only an activity, but an important public relations medium.

This is the third year that the joint undertaking between the daily paper and the Lubbock schools has been in operation. Copy submitted by the student reporters is edited first by the journalism teacher and then by the local school reporter from the *Journal*, Mrs. Emil Carmichael. Subject matter covers any highlights of the school during the week, special feature material, personality sketches, and other news that is either too long or would not be timely for the bi-weekly school papers.

Duplicated condensed style sheets are furnished the students by the paper. Deadline for their column is Tuesday afternoon and student reporters are responsible for delivering copy to the newspaper office.

The *Lubbock Avalanche Journal* publishes both a morning and evening paper. These papers, planted in the town when it was young, grew up with Lubbock, promoting its welfare and entwining themselves with the life of the community. Lubbock now has an estimated population of

170,000. Two dailies appear six days a week and the two are consolidated for the Sunday morning issue.

Thursday's *Journal*, with its Teen-age Page, has become a clearing house of school activities. Run in column form with a thumbnail picture of each reporting student, the page always carries several other one-, two-, or three-column pictures of other major events and outstanding students at one or more of the schools each week. Originally it was intended that space left on the page not filled by local news would be devoted to national and state youth news, but so far there has been no space left. The make-up of the page is excellent and offers an attractive section to the paper.

Students who have served as Teen-age reporters say they like the job because it makes them more conscious of the necessity for accuracy, brevity, punctuality and public opinion. They indicate that they like the idea of "getting the feel of big-time reporting."

There were some problems of duplication of announcements concerning all schools during the first months of publication. These have been worked out very satisfactorily, however, by an agreement whereby the host school reports the all-school activities, winning schools report the inter-school sports activities, and special assignments are made by the *Journal* school reporter on other occasions. Major school news, such as building plans, board meetings and curricula changes are still handled by the public relations department of Lubbock Public Schools.

Parents find it nice to check times, places, dates by reading about the coming events in the school papers and on the Teen-age Page. Many benefits have been derived by the newspaper sponsoring the page. It has increased circulation to some extent and increased reader interest. Work done by the student reporters has decreased by many miles and much time the work of their reporters in assembling news from the widely scattered schools.

Journalism teachers, school officials, and the *Lubbock Journal* feel this has been a worthwhile project and is a step in the right direction to interest some of the more gifted students in future newspaper work. Even beyond this, it is hoped that it will offer a balance between the unfortunate, unsavory news of teen-agers that so often reach the newspapers, and the worthwhile accomplishments and doings of the majority of youngsters enrolled in the public schools.



## Our Inter-American Student Exchange Program

**JENNIE L. ALESSI**  
*Irondequoit Senior High School*  
*Rochester, New York*

In this perilous age in the history of man, one of his great needs is sound international understanding and cooperation. Dr. Edward Teller, "father of the H-bomb," in an article written for the Associated Press, states, "We cannot think of a new departure in international cooperation if we do not know our neighbors better than we know them today." The same sentiment was expressed by Dr. Albert Einstein with the words, "The world needs people who understands other people more than it needs mathematicians."

To encourage in a small way this much-needed international friendship, for several years Irondequoit High School has participated in a student exchange program with our Latin American neighbors. Since 1953 when the program was started at Irondequoit, under the sponsorship of the Inter-American Student Exchange Program directed by Professor Gabino A. Palma of the National University of Mexico, it has reached into and directly affected the lives of dozens of young people: Mexican boys and girls who have come to live with families in our community on the one side, and, on the other, Irondequoit students who have gone into Mexican homes. In the fall of 1959 an exchange between Colombia and Irondequoit was initiated on the same basis as that with Mexico.

Unlike most student exchange plans, this is a direct family-to-family exchange. The American family receives into their home the same Mexican or Colombian student who is host to their child on his visit to the other's country, each youngster living with the foreign family about two months, or the length of his school vacation: July and August for the Americans, December to February for the others. By agreement of the two families concerned, a few Mexican students have extended their stay to the end of June, when they and their Irondequoit "brother" or "sister" made the trip to Mexico City together.

Participants pay their own traveling expenses and, those going to Mexico, a fee to the director

there to help defray expenses of arranging the exchange. In Irondequoit the program is open to students of Spanish who may have an exchange in their home any year of their study of the language, but before going to the foreign country, they must have studied Spanish at least two years. Some of the Mexican participants have come with good command of English—others speaking it very little.

While living with the foreign family the exchange student's activities are varied. He attends or visits school, visits industries and colleges, goes sight-seeing and shopping, participates in the activities of his host, becomes acquainted with the life, customs and culture of the people. The Latin American visitors in Irondequoit are often asked to visit the elementary schools in the system, talk to church youth groups, visit neighboring schools, take part in panel discussions.

The Spanish Club of a large high school in the area each year invites our students who have participated in an assembly program at one of theirs and show their pictures and slides at one of their meetings. Soon after the arrival of our first exchange from Colombia, he and an Irondequoit student who had spent the summer in Mexico City participated in an assembly program at one of the New York State Teachers Colleges where they compared the educational systems of Colombia, Mexico and the United States, and described some of their impressions of the country visited.

In spite of a few problems, minor upsets and a little difficulty encountered, at times, in making necessary adjustments, the participants are enthusiastic about the program. Friendliness and many friendships have resulted. Some of the young Mexicans who first came as exchanges a few years ago have returned to spend several weeks with their American families while on vacation from their university studies. Irondequoit families have sometimes planned a vacation in Mexico, timing it so that their "diplomat" son or daughter might return home with them.

One parent referred to his son's summer in Mexico as "the highlight of his high school years," another, as an "unforgettable, invaluable experience." A student describes her summer in Mexico as "the most wonderful of my life," continuing, "I feel that the exchange has been an extremely significant experience in my life. By speaking to the Mexicans and practicing their language, I furthered my understanding of people in general, and, more especially, gained an understanding of Mexico and its people."

*In many elementary schools physical education appears to mean only an assortment of more or less unorganized games and stunts. However, more enlightened school people are asking not merely "what," but also "why," "how," "when," and "where." They are attempting to build a definite program.*

## Desirable Directions and Trends in Elementary Physical Education

**T**HE PHYSICAL EDUCATION PROGRAM IN THE ELEMENTARY SCHOOL shows many revolutionary changes through the past quarter century. The changes are undoubtedly due to new emphases and trends in our society and a greater interest in and emphasis on physical activities for the elementary school children.

In LaPorte's study of the physical education program for the elementary school, published in 1937, the activities recommended were as follows:<sup>1</sup>

1. Athletic games of low organization
2. Rhythmic activities
3. Hunting games
4. Individual athletic games
5. Mimetics and free exercises
6. Relays
7. Tumbling stunts

Fifteen years later, in May 1953, there was held in Washington, D.C., the National Conference on Program Planning in Games and Sports for Boys and Girls of Elementary School Age. This group amplified the LaPorte suggestions by pointing out that in addition to accomplishing such goals as he had set up, the trained physical educators and recreation leaders themselves should provide all basic community leadership stressing contribution to neighborhood and community life.<sup>2</sup>

With these two reports to form the background from which our present-day programs are an outgrowth, it is next pertinent to find out what current practices are being used and to anticipate what desirable directions the future trends will take. One of the needs of the elementary child is opportunity for growth and development. Dr. Ray Duncan, one of the leaders in the field of physical education, indicates what seems to be the consensus of experts in the field, that the growth and development from physical education

**DON B. EMERY**

*Nebraska State Teachers College  
Wayne, Nebraska*

must have depth and breadth and extend beyond the basic needs for exercise and play.<sup>3</sup> Growth and development opportunities must be provided for each child from the outset of his school experience to the end of it.

Another worthwhile direction in the elementary physical education program is toward games that are desirable for the participation of elementary school children. Many values can be derived from games, including basic skills for recreational pursuits, social development from group contact, opportunity for emotional growth and control and many other similar values. Frances R. Stuart, Supervisor of Physical Education in the New York State Education Department, says in this regard, "In addition to providing an excellent laboratory for child studies, games offer many opportunities for child adjustment. The child in the classroom and the child in a game situation may be two entirely different individuals."<sup>4</sup> It is the duty of the elementary supervisor to realize this very fact and to make the program pay off in this respect.

As the LaPorte report substantiates, the use of rhythmic activities in the elementary curriculum has long been one of the accepted practices. In this direction there is simply a need for further concentration of impetus. Ruth Evans, Director of Physical Education for Women, at Springfield College believes that a well-taught program of rhythmic activity may provide exciting adventure, which she calls "an adventure in movement." She also believes that there are values from rhythmic activities that can aid social development and provide wholesome recreation.<sup>5</sup>

There is presently also an effort being made

<sup>1</sup> LaPorte, William Ralph, *The Physical Education Curriculum*, Caslon Printing Company, Los Angeles, 1937, p. 61.

<sup>2</sup> American Association of Health, Physical Education and Recreation, "Summary of the National Conference on Program Planning in Games and Sports for Boys and Girls of Elementary School Age," Washington, D.C., May 25, 26, 1953.

<sup>3</sup> Duncan, Ray O., "The Growth and Development Approach," *Journal of the American Association of Health, Physical Education and Recreation*, March 1951, p. 36.

<sup>4</sup> Stuart, Frances R., "The Games Program in the Elementary School," *Readings in Physical Education*, National Press, Palo Alto, 1958, pp. 35-41.

<sup>5</sup> Evans, Ruth, "Rhythmic Activity in Childhood Education," *Education*, October 1954, p. 88.

to make the activities for the elementary school children more challenging. Those considered to be most desirable are the ones provided within the school program that are comparably safe for the participants. These are designated as *stunts* or the *stunt-play* program and in writing about this phase of the curriculum, Charles Nagel, director of the elementary school program at the University of California, points out that they definitely seem to satisfy the needs and the interests of most children.<sup>6</sup>

A final direction in the contemporary curriculum for elementary physical education is toward basic body mechanics for everyday living. These need to begin in the child's early life so he may have an opportunity to learn those movements which will be used throughout the remainder of his life. Martha J. Haverstick, assistant professor of physical education at the University of Maryland, says that, "whenever the body is moved, no matter what the purpose, the principles of mechanics are involved and must be applied for successful performance." She goes on to point out that there is a definite relationship between body mechanics and relaxation, saying, "Relaxation is a skill to be learned, just as is throwing a ball. Consciously releasing unnecessary tensions should be considered a part of basic body mechanics. This ability is of particular importance in the accelerated urban life of today."<sup>7</sup> Considering these five areas as desirable directions for today's program, we look now to the educational profession to see what is being done about them. In the field of education itself, concerned with the elementary grades, Bucher notes three innovations that seem to have implications for the elementary physical education curriculum.<sup>8</sup> First, is the concentration on the idea that "the whole child goes to school." Teachers must be prepared to teach or educate the whole child and must be concerned with the social, emotional, intellectual and physical well-being of each pupil. With the emphasis on the whole child, the inherent concomitant values of the physical education program are coming into their own, and much is being done to enhance the elementary program in this respect.

A second trend in general education is the

movement toward consolidation of school districts. Bucher and Reade note that in the last ten years 20,000 school districts have been abolished through reorganization. During the last twenty-five years the number of one-teacher schools has dropped from 148,000 to 39,000. This trend offers a direct challenge to physical education to plan and to administer adequate recreation programs during the noon hours, since many students will be transported by bus and automobile and will have to eat their lunches at the school. Noon hour activities may include supervised games, free play, and supervised relays, tumbling stunts and the like. For upper elementary grades in particular, square and folk and national dancing may be introduced.

A third general movement is being made in the direction of camping education. This presents a real challenge to the leaders in all elementary physical education which is the obvious place to begin instruction in such activities.

In addition to the movements in general education at the elementary level, the physical education trends are also commensurate with the new directions. Bucher and Reade again list five areas in which physical education is particularly concerned as follows:<sup>9</sup>

1. The classroom teacher is the person responsible for teaching a great part of physical education in the elementary school;
2. Individual differences revealed in child growth and development are factors being stressed in planning and administering programs of physical education;
3. Stress is being placed on programs of physical education to include activities suitable for leisure time;
4. Physical education is being recognized as a means of developing democratic human relations; and
5. The evaluation of programs of physical education is being stressed.

Briefly, then, we see the trends ahead for physical education in the elementary grades. First of all, teacher training institutions must provide in their elementary curricula courses which will adequately prepare all elementary teachers to assume full responsibility for the physical education program at that level.

Secondly, more attention must be given to individual differences in the physical education classes and activities for which the physical education department is responsible. This will ulti-

<sup>6</sup> Nagel, Charles, "Elementary School Children Want and Need More Challenging Activities," *Readings in Physical Education*, National Press, Palo Alto, 1958, pp. 53-58.

<sup>7</sup> Haverstick, Martha J., "Basic Body Mechanics in the Elementary School," *Readings in Physical Education*, National Press, Palo Alto, 1958, pp. 59-61.

<sup>8</sup> Bucher, Charles A., and Reade, Evelyn M., *Physical Education in the Modern Elementary School*, Macmillan Company, New York, 1958, pp. 49-55.

<sup>9</sup> *Ibid.*, pp. 49-55.

mately be reflected in an adapted program and presents a real challenge to the entire field for up to the present time little has been done in this area.

Leisure time activities must highlight the children's school learning situations. Mention has already been made of the new emphasis on camping. More and more elementary physical education will also become the center for instruction in beginning skills for many other recrea-

tional activities.

The developing of democratic human relations has always been an aim of physical education and requires only further amplification to meet the needs of the times.

Thus it is that we come to the obvious conclusion, that there is much to be done in developing elementary physical education to meet the demands of desirable new directions and trends growing out of the needs of modern society.

*For motivated supplementation of classroom work and for the deepening and widening of students' interests, the Science Club is a "natural."*

## Organization of a High School Science Club

**M**ANY HIGH SCHOOL science departments attempt organization of a club without due regard for objectives or survival value of the activity.

In order to operate successfully and continuously a science club must develop and hold the interest of a large number of members with widely differing abilities and backgrounds in the field of scientific endeavor.

With these ideas in mind certain immediate and long-range objectives should be formulated and crystallized prior to the organizational meetings. Following is a list of major considerations in the preparation of a plan for science activity in the high school.

1. The activity in question should be dedicated to the stimulation and broadening of scientific interest on the part of members and sponsors.

2. It should attempt to foster an awareness of the physical world and a realization that the individual is a part of and dependent upon his natural environment.

3. The science club should be a tool for the recognition of the fact that science is simply knowledge and that every scientific event has a logical and reasonable explanation involving natural laws.

4. Such activities should serve as an educational function closely allied with social interrelationships and an appreciation of the scientific method as it applies to everyday life.

5. Finally, a science club should provide motivation for understanding, appreciation of the history of scientific thought and judgment in selection of true concepts of scientific principles.

**HAROLD V. GALLAHER**  
*Ukiah High School*  
Ukiah, California

### *Organization of the Science Club:*

An operable and enriching club program in science would base its activities on the following organizational setup:

1. Any student with a sincere interest may be admitted to membership.

2. Sponsors should include teachers from the departments of physics, biology, chemistry, general science and mathematics. If other science courses are part of the curriculum, sponsors from such courses should be available and active in the organization.

3. Club officers might well be limited to a chairman, a secretary and such committees as are absolutely necessary to conduct the activities of the club.

4. No fees or dues should be charged.

5. Parliamentary business should be kept to an absolute minimum.

6. Program and directly related scientific activity should form the *raison d'être* of the organization.

### *Program and Activities:*

Lack of organization of the science club program is the cause of death in the case of many otherwise well-conceived school science groups. Therefore, physical activity should be the keynote of any such club.

We feel strongly that scientific reports to the group are useless and boring and have no place in the program of a well-directed, cohesive unit. Primarily, members asked to prepare a report on



some scientific phenomenon will invariably do so by a process of rote memorization resulting in an unintelligible mass of ideas, unsegregated and confusing to both listener and deliverer.

Again, a rehash of some current scientific discovery cannot be successful if lifted from a newspaper account or a popular scientific digest. The reason: the digested account leaves the audience with uncorrelated fragments of information, many of which are so out of context as to be meaningless.

Demonstrations, and repeated demonstrations of an experimental nature seem to serve admirably as a means of sparking interest, discussion and eventual understanding of simple or more complex natural phenomena. We would advise this technique as being a guiding force in accomplishment of science club objectives.

Frequent field trips to industrial, chemical, biological or physical plants should be encouraged and made available at every opportunity. As an example, a trip to the local sewage plant, although aesthetically burdensome, offers a source of wide knowledge and appreciation in the fields of sanitation, bacteriology, zoology, botany and public health. Such an activity may be expanded to provide discussion, extended activities and experimental procedures in a dozen or more related fields. We feel that there is no better stimulus to curiosity or understanding than active participation in such events.

Sponsors have a definite obligation to familiarize themselves with the operation of any such physical plant previous to the indicated field trip. Failure to do so results in failure of the entire expedition.

The program should also make use of resource personnel provided by local electric, gas, telephone, lumber and forestry, manufacturing and preserving companies, all of whom are eager to provide lecture-demonstrations at any time.

Student participation must be a major activity of the club in order to create a sense of belonging and to stimulate the individual toward development of manual dexterity. This is an oft-neglected area of science club operation.

Often students will ask, "Can this or that be done?" Or, "What would happen if I did such a thing?" The questions themselves offer a wide range of experimental work leading to knowledge and satisfaction. The wise club sponsor would say, "Set up an experiment to answer your question and we'll do it so everyone can find out."

Obviously, dangers incident to these practices must be considered, but may be minimized by good guidance.

In closing, it is felt that the most important aspect in the science club program is the improvement of experimental technique and the development of mechanical ability by handling and operating the simple tools of high school science departments, a procedure often neglected on the theory that it is too complicated and time-consuming.

## Our Student Loan Fund

**GERALD C. KIRCH**

*Beaver River Central School  
Beaver Falls, New York*

Back in the years 1950-1951, the students of Beaver River Central School were discussing the possibilities of initiating a Student Loan Fund. Junior and senior class members were asking such questions as: "What is a loan fund; how could it help us, and where would we get the money from?" The more they discussed this possibility, the more the interest grew.

Today the Student Loan Fund is a reality and to date a total of \$4,239.19 has been contributed to the fund. So far, loans totaling \$4,500 have been granted. The first loan of \$300, granted in September 1955, was promptly paid back to the Student Loan Fund in June 1958. A balance of \$1,078.43 is presently available for further loans. Eight loans have been granted since September 1958.

All loans are granted for a semester rather than for a year. This enables the loan fund board to inventory its financial status more frequently and allows greater flexibility in granting smaller loans.

The purpose of the Student Loan Fund is to enable former students of Beaver River Central School to borrow money, interest-free and without security, to help them continue higher education. The only guarantee of loan repayment is faith in the student's willingness and ability to repay the amount borrowed. Unlike scholarships, loan fund money can be used anew to help still other students, once a loan is repaid. The general feeling prevails that in a small high school like Beaver River (with less than 200 students in grades 9 through 12) the loan fund is more practical than would be a scholarship stipend raised locally.

Launching of the Beaver River Central

**School Activities**



School's Student Loan Fund took place in June 1952. The first money was given by a newspaper editor who displayed a keen interest in student aid for higher education. Graduating classes have given generous contributions, and rarely does a year go by that a senior class does not donate. The Home and School Association has also helped annually to swell the fund. The employees of a local mill have for the past three years made a sizeable contribution at Christmas time.

A supreme effort to increase the fund is made each year during the first week in June. The school, its faculty, its departments and its students cooperate in the annual Student Loan Fund Tag Day in canvassing the entire central district on a certain evening to solicit loan fund contributions.

The first Tag Day held in 1954, and confined to the village of Beaver Falls, proved so successful that the students decided in 1955 to expand this activity into a district-wide canvass. The results have been encouraging.

Students each year map the district, plan the routes, line up teams, secure cars and drivers and plan for the return and deposit of funds. All of this is preceded by a comprehensive campaign of public education. Posters announcing the Tag Day are placed in strategic places. The students write notices for newspapers, radio stations and contact local clergymen, asking them to make appeals from their pulpits. Finally, written appeals are passed out in the communities comprising the central district. Each notice contains the slogan: "Please help someone to help himself."

The sixth annual Tag Day was held on the evening of May 13, 1959. The total contributions exceeded those of any previous year.

The fund is controlled by a board of five, which at present consists of the following: two students, a home and school representative, a faculty member, and the principal.

Any former student who finds himself short of finances for higher education may apply for a loan by writing to any member of the board. That member then calls a meeting of the board to consider the loan. To date, all requests for loans have been acted upon favorably and amounts requested granted. The board is liberal in regard to their repayment. Half the total amount borrowed becomes due at the end of the student's second year of gainful employment. A plan for repayment of the balance is at that time presented to the student.

The Student Loan Fund of Beaver River

Central School has proved very successful and helpful.

## Let's Take a Look at the New Horizon in School Camping

JOSEPH FRIEDL  
*Concord College*  
Athens, West Virginia

### *Historical Background*

When Frederick William Gunn, head of the Gunnery School in Washington, Connecticut, yielded to the wishes of his boys and went with them on a marching and sleeping trip, little did he realize that this would be the forerunner of today's school camping program. Mr. and Mrs. Gunn arranged this two-week "Gypsy Trip" for the entire student body. Besides gunnery he taught his class boating, sailing, fishing, and hiking. No doubt his youngsters found fun and pleasure in about the same way our boys and girls have found them in present day camping.

### *Objectives of School Camping*

School camping provides a wonderful learning setting for boys and girls. Camp work possesses a camper entirely, because at the camp site he can eat, sleep, talk, study, and play during the entire week without any distractions. Camp provides fun, teaching of new skills, development of excellent habits of character, social acceptance, security of peace of mind, and the steadfast experience in our Christian way of group living. School sponsorship of camping brings the benefits of outdoor living and outdoor education to nearly all children of school age.

All of these objectives help in building the physical, mental, emotional and social standards for future living. At present summer camping programs have taken care of not more than fifteen per cent of our school children. School camping benefits approximately eighty-five per cent of our boys and girls, especially those youngsters in the fifth, sixth, seventh, and eighth grades.

### *Growth of School Camping*

We have seen a tremendous growth in school camping in the past twenty-five years. Michigan has pioneered the outdoor education to such an extent that now over seventy-five districts have incorporated it as parts of the regular curriculum. Illinois, Ohio, New York, California, Florida, Texas, Missouri, Indiana, Washington, and North

Carolina are experimenting in this field. Educators have accepted the program as sound and acceptable. However, the chief obstacle is that it costs about three times as much as it does to finance the regular school program.

#### *Organization and Administration of School Camps*

The methods by which schools may organize and administer the school camping program are as follows:

1. Schools acquire grounds and buildings by donations or by loan from civic clubs.

2. Rentals. Many schools rent private camps for a month or six weeks during the school year. Teachers and parents meet to plan for the school camping program. Most parents are willing to pay for a week or two of camping for their youngsters. Parents are agreed that it is a worthwhile expenditure for this bit of *outdoor education*.

3. Integration of school and camp life planned by teacher. Teachers of the classroom learn the new techniques of camping by taking camp courses.

4. Planning is accomplished cooperatively by parents, children, and teachers. The aim in school camping is to leave to the classroom those subjects which can best be taught there and take to the camp area those subjects which can best be taught and demonstrated in the outdoors.

The intangible vitamins for children in school camping are: to help them make friends; teach them how to cement self-respect; assist them in using a freedom rather than abusing it; aid them in developing faith in each other; and finally help them acquire a feeling of belonging.

## Wanting to Belong

**JAMES T. CRAIG**  
*Olathe Senior High School*  
*Olathe, Kansas*

"Wanting to belong," as did the young hellion girl in Carson McCullers' "Member of the Wedding," is a social urge of most people and especially students. And many students suffer emotional upsets just because they are denied the right to belong. Sometimes the problem will magnify itself until students (teen-agers and college-age) have been known to commit suicide.

What causes these exclusions? Probably they manifest themselves when community and school life fail to offer all members of the group the

same degree of acceptance.

Because a student may not belong to the right class (divided by sociologists into upper-upper, lower-upper, upper-middle, lower-middle, upper-lower, lower-lower) he may be kept out, snubbed, and ridiculed. Teachers are, or should be, interested in the class divisions because each class has behavior problems.

Social attitudes of students are usually established, aided, and abetted by their homes. The pupils take these attitudes to school with them where they are either reinforced or modified. Some college-bound students feel superior to those entering the business world; those joining the Armed Forces may make fun of students leaving school for farm work.

The various religious groups and political parties cause bias and racial discriminations which bring feelings of insecurity for many problem children.

The cancer exists, and it is up to the teachers and counselors to help students free themselves from their emotional blocks to learning, caused by their feeling of insecurity in a world infested with parents who are caste and class conscious.

A student, emotionally upset because he "cannot belong," is not capable of learning—he is too busy worrying about what the other fellow is thinking. Discrimination of any sort in school may cause a permanent injury to a student's emotional setup.

The writer believes teachers oftentimes foster this class anathema by kowtowing to students who come from so-called better homes—those who are cleaner, those who represent official families of the Army, the Navy, the city, etc.

Instructing youth is serious and permanent business. John Locke states that "the minds of children are as easily turned this or that way as water itself." Students will grow into adults as good or bad, useful or not, by the education they receive. Teachers have an important role in helping to shape this destiny for them. And this will not come through force. Ruling by fear brings an unhealthy situation into the classroom.

Teachers, and especially guidance counselors, should take a personal inventory for the purpose of seeing how they respond to the presence of students of various social classes. Perhaps this teacher self-analysis might help keep a bewildered and emotionally upset student from a permanent mental injury—if the teacher or counselor sets his thinking in order, beforehand.

# ASSEMBLY PROGRAMS

for September

## A GEOGRAPHICAL SQUABBLE

This form of program is based upon a debate or a court trial concerning the relative merits, values, or contributions of various kinds of geographical phenomena such as, for example, states, Illinois and Nebraska, Florida and California; countries, Cuba and the Philippines, France and Germany; cities, New York and Los Angeles, Pittsburgh and New Orleans; rivers, Mississippi and Amazon, Hudson and Rio Grande; mountain ranges, Rockies and Alleghenies, Adirondacks and Blue Ridge. The necessary discussion, charts, maps, exhibits and other materials can easily be produced or provided by the students. Because the main idea is to instruct, the major emphasis should be upon the positive, rather than the negative, phases of a topic.

Similar "squabbles" may center around school subjects, famous men and women, types of athletics, music and musicians, art and artists, buildings, public parks, clothing, customs, methods of transportation, forms of municipal (or other) organization, types of public schools, pets, vacation trips, flowers, vocations, etc. In fact, almost everything with which the student comes in contact represents a potential topic for a "squabble."

## AUCTION SALE OF ANTIQUES

Because there is at present a great interest in the collection (and reproduction) of antiques an assembly program based upon this topic will always be timely and interesting, and also educative because antiques are the works of art of another day. Three excellent methods of presenting this type of program are the "Auction Sale," "Visit to a Puritan Home by a Modern Family," and "The Old Family Chest." A description of the first will suggest the program possibilities of the other two. The antiques may be borrowed from homes, stores, or the loan collections of local museums. In the latter instance such institutions will be delighted to provide competent assistance.

In the "Auction Sale" the antiques are properly arranged on the stage and chairs are provided for the "customers." A crier with his bell and cry announces the sale, after which the customers enter, look over a few of the articles and

take their seats as the auctioneer appears and begins the sale.

The auctioneer selects an item, very briefly sketches its history, importance, interesting facts about it, etc., and then calls for bids. Very little time should be taken in bidding on the articles. The main purpose of the program is to exhibit the various items and tell something about their uses, background and history. A clerk records the sales as they are made. Only the larger pieces, which can be easily seen and appreciated by the audience, should be used. The use of pieces of jewelry, trinkets, dishes, and similar small articles is not practical, except in a small assembly or club program.

## PHYSICAL EDUCATION CLUBS ASSEMBLY

In Brighton High School we reflect all or nearly all of our extracurricular activities in appropriate assembly programs. The following program was presented by the Boys' and Girls' Physical Education Clubs. (Our usual opening exercises and the names of the participants are omitted.)

1. The Occasion ..... President
2. Mock Debate—Resolved: That the Boys' and Girls' Physical Education Clubs Should Exist on the campus of Brighton High School—Four students (student chairman and three student judges)
3. Purpose of Girls' Physical Ed. Club ..... Girl
4. Purpose of Boys' Physical Ed. Club ..... Boy
5. Irish Folk Song  
    "Pipes of Kildare" ..... Girls
6. Demonstration Exercise ..... Boys
7. Demonstration Exercise ..... Girls
8. English Folk Dance  
    "Come Let Us Be Joyful" ..... Boys and Girls
9. Stunts and Tumbling ..... Boys
10. Cha Cha Demonstration to  
    "Tea for Two" ..... Boys and Girls
11. Club Inspirational and  
    Pep Songs ..... Boys and Girls

An attractively mimeographed program which includes all numbers and, where possible, the names of participants, as well as the names of the sponsors, helps to make this type of assembly an important and dignified event.—Charles A. Brown, Principal, Brighton High School, Brighton, Alabama.

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## WELCOME ASSEMBLY

### Student Council

New students need to feel welcome to the assembly. Over one-fourth are there for the first time. The Welcome assembly is a cordial reception for new students and teachers.

A speech is a formal greeting. It signifies the reason for the welcome. Why the welcome is given is the second part. The third part contains reasons for extending the welcome. These divisions may form the nucleus for the assembly program.

A skit can show how to be happy at school. Welcome addresses from officers of each organization will provide novelty. A stunt from each activity emphasizing the word "Welcome" will prove entertaining. Representatives of the new students and faculty members should give the response.

Students who have gone to school in foreign lands or the farthest distance are featured on the program. Several may be talented. A large welcome mat may be presented for the closing number.

A large picture frame may be placed on the stage. As each group speaks he places a part of the picture in the frame. When the last group speaks for the newcomers, he places his part in the picture; it spells "welcome" or "success." Sometimes, the picture is the school.

### BOOST THE YEARBOOK AND SCHOOL NEWSPAPER IN SEPTEMBER ASSEMBLY

September is not too early to stage booster programs for the yearbook or the newspaper. Never minimize the contribution these organs make to school morale, to school spirit, and to the "get acquainted" program. The very fact that a student must contribute to the publications in order for them to exist makes them a school business and each student a part owner. Such programs frequently are hurriedly planned and poorly presented. This is bad business and bad for assembly programs. One idea well developed, one slogan cleverly adapted, or one character well introduced will pay high dividends. Students are quick to evaluate a program as shoddy. One yearbook staff presented a clever play "The Birth of a Book," which clearly portrayed the many hours of labor involved in "birthing" a book. Subscriptions were rewarded with cards for expressing best wishes for the anticipated yearbook.



# News Notes and Comments

## High School Publications Workshop

Over 1,500 high school journalists and advisers are expected to attend Ohio University's fifteenth annual Workshop on High School Publications, June 19-25.

The workshop is conducted by the Ohio University School of Journalism. Dr. L. J. Hortin, director of the school, heads the workshop staff of 40 members.

For the first time, high school advisers may earn college credit on either the undergraduate or graduate level while attending the publications workshop. Advisers may enroll in a course, "Supervising School and College Publications," and attend the first five weeks of Ohio University's summer term. Participation in the workshop will serve as a basis for case study in the course.

The 1960 workshop will include all phases of yearbook and newspaper production, as well as photography and radio-TV journalism.

Under the guidance of faculty members and practicing journalists, students prepare and publish a small-sized yearbook and three "model" newspapers.

The workshop was begun in 1946 with a total enrollment of 50. By 1956, more than 1,000 were attending the annual event. In 1959, 1,416 students and advisers from 320 schools in nine states attended.

## Scholarships for Journalism Students

Scholarships for students experienced in newspaper and yearbook work, in high school journalism or a general circulation newspaper, are being offered at the University of Iowa School of Journalism, Iowa City, Iowa. The stipend of \$250 is paid at the rate of \$50 the freshman year, \$75 as a sophomore and \$125 during the junior year. Academic standing, nature and quality of extracurricular work, character and personality of applicants will also be considered. Named in honor of George D. Perkins, former newspaperman and Congressman, the donors are two of his granddaughters.

## Youth Town Meeting

Galileo High School, California, was recently the scene of San Francisco's "Youth Town Meeting."

Three hundred high school students from public, private and parochial schools participated in eight discussion groups whose unifying aim was

the preparation of material for the 1960 White House Conference. The conference was sponsored by the San Francisco Youth Association and the Town Meeting Committee appointed by Mayor George Christopher. The meeting was one of many similar gatherings being held throughout the nation in preparation for the fifth White House Conference on Children and Youth.

## They're Indecent

The Bandung municipality in Indonesia has decided to impose a month's imprisonment on anyone caught indulging in jive, jitterbug, or rock 'n' roll, on the ground that such dances are indecent.

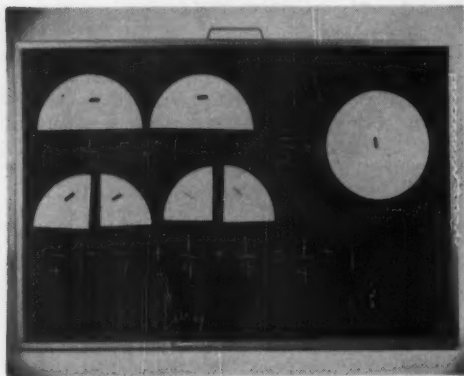
## Ten Commandments

1. Don't lose your temper—you'll lose your point.
  2. Remember that you're trying to win agreement—not an argument.
  3. Apologize when you're wrong—even on a minor matter.
  4. Don't imply superior knowledge or power.
  5. Know and admit the impact of your demands.
  6. Acknowledge with grace the significance of the other's comment or statement of fact.
  7. Remember that the ability to separate fact from opinion is the mark of a clear mind and reflects intellectual honesty.
  8. Stay with your point—pursue your objective, but don't deviate.
  9. Bargain in good faith—your intellect will tell you when you're bargaining and your conscience will tell you whether you have good faith.
  10. Don't quibble—say what you mean—mean what you say. If you want truth, give it.
- Dr. F. J. C. Seymour, Assistant General Secretary, Alberta Teachers Association, Canada

## ERRORS

You can believe the statistician's report of 70,000 chances to make an error in a single column of print since an ordinary newspaper column contains 10,000 letters of type and there are seven wrong positions in which a letter may find itself—to say nothing of millions of chances for transpositions. Why, in the short sentence "to be or not to be" by transposition alone it is possible to make 2,758,009 errors.—The Kablegram

## What You May Need



### A MAGNETIC BULLETIN BOARD

A new type bulletin board for classroom use offering several unusual features has just been announced by the Visual Aid Materials Company, Los Angeles, California.

The new board, called the "Tri-Board," is designed to encompass in one unit, the advantages of a flannel board, a bulletin board and a chalk board.

A major advantage is the use of magnets to attach papers or other materials to the board. This does away with the need for pins or other fasteners. The face of the board is of aluminum steel with a porcelain finish in green for easy visibility. This smooth, indestructible surface has superior writing and erasing qualities and cannot be scratched or mutilated in any way.

The back is constructed of insulation board and has a convenient stand made of cadmium-plated steel which retracts flush with the edges of the board when not in use. It is held snugly in place in the retracted position by means of a magnet.

The "Tri-Board" is lightweight and portable and is equipped with a steel handle for convenience in carrying. This handle also serves as a hanger for wall use of the board.

"Tri-Boards" are offered in two convenient sizes: A 24" x 36" board which weighs approximately 11 lbs. is priced at \$25.95 and a smaller board, 18" x 24", weighs approximately 6 lbs. and is priced at \$14.95. Twenty magnets are supplied with the larger board and ten magnets with the smaller. Special quantity discounts are available to schools. Further information may be obtained by writing Visual Aid Materials Co., 3212 Butler Avenue, Los Angeles 66, California.

### NATIONAL CHEERLEADERS ASSOCIATION

Headquarters is 11766 Valley Dale Drive, Dallas 30, Texas. Executive Secretary, Mr. Lawrence R. Herkimer. The organization issues a magazine called "Megaphone," sample copy by request. They also conduct clinics for cheerleading in various areas. Is recognized by the National Education Association. Annual membership is \$2 per year.

### PROMOTING SAFE BICYCLE RIDING HABITS

A colorful word puzzle book, as well as individual bicycle identification cards containing 12 safety rules are being offered free to elementary school students by United States Rubber Company, in an effort to assist boys and girls to develop an awareness of the importance of bicycling safety.

The book, entitled **U. S. Royal Word Puzzle Book**, contains 11 word puzzles with jumbled letters. The illustrations contain a clue to the correct message. Each message contains a worthwhile safety slogan as well as common-sense reminders for boys and girls who ride bicycles.

The official membership cards for the "Royal Safety Rider Club" provide for the name, address, telephone number, make of bicycle and bicycle serial number as well as the 12 safety rules. The cards may be obtained at any U. S. Royal tire dealer's bicycle shop. At the same time, U. S. Royal tire dealers will also give any bicycle a free inspection.

Teachers, parents or club groups interested in obtaining free copies of the word puzzle book, or Royal Safety Rider Club cards, may get them by specifying the number of each needed and writing to United States Rubber Company, Cycle Tire Department, 549 East Georgia Street, Indianapolis 6, Indiana.

### GUIDANCE BOOKS

Furnished in pre-printed master carbon units for any liquid (spirit or direct process) duplicator.

7th grade—"You Are Growing Up"

8th grade—"You Are A Teen-ager"

9th grade—"Beginning High School"

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Albert M. Lerch

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# How We Do It

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## **BUILD AND FLY**

Twenty-seven air-minded teen-agers at Ridgewood, New Jersey, sponsored, assisted, and taught by a few local pilots and mechanics, spent six months in reconditioning a battered old Piper Cub and are now learning to fly it. Naturally, this Flying Club is swamped with applications for membership—open to both boys and girls. Prospective members must be between 14 and 17 years of age and have at least four months of ground training.

## **STUDENTS FLUNK CLASSMATES' JALOPIES**

Students who drive beat-up jalopies to North Dorchester High School in Shiloh, Maryland, run the risk of having their cars flunked by their own classmates.

It all began when the student council became alarmed by the death rate on Maryland highways. They decided to inspect the cars driven to school by students and teachers. The principal okayed the idea and a student safety-inspection committee was set up, with the help of a state trooper and a trial magistrate.

During the first inspection, the students checked 25 points on 30 cars. Thirteen cars flunked—mostly because of defects in rear lights or windshield wipers.

## **STUDENTS TEACH TEACHERS**

In order to acquaint the faculty with its ideals, ambitions, and program, the Student Council of Shippensburg Area High School (Pennsylvania) assigns one of its officers to sit in once a month at a regular faculty meeting, make a report, answer questions, etc. Both faculty and Council claim that this is a highly profitable arrangement.

## **INTER-HIGH SCHOOL STUDENT COUNCILS**

Many of the country's largest and medium-sized cities now have an Inter-High School Student Council composed of members from each high school council. Regular meetings are held, generally once a month, the place varying from school to school. Not only do the members of these councils exchange ideas, programs, and materials, but also unite to organize and promote specific city-wide projects.

## **NO TICKEE, NO PARKEE**

The Grandview, Missouri, High School Student Council controls car parking on school property. No car may be parked there without an official sticker, formal application for which is made to this student organization.

## **A REAL SCIENCE CLUB**

The Valley Council of the Future Engineers of America, with support from Valley industries, has established a Science Club Center at Birmingham, California, High School. The Los Angeles City Board of Education assisted by rehabilitating one of the bungalows for their use. Students work on projects in the different laboratories or attend special classes conducted by engineers from Valley industries. Some of the projects under way are: telemetering, tracking solar furnace, analog-computer, crossbar switching system, and other projects in physics, chemistry, and biology.

The Center is open Monday through Thursday evenings and Saturday afternoons.

## **CARTOON CONUNDRUMS**

Grace B. Andrews, Ordean Junior High, Duluth, Minnesota, gives her students visual, practical experience with public opinion and propaganda. Her ninth and eighth graders make cartoons to explain some phase of their assignment covering propaganda and public opinion. On the second day, she hands out cartoons she has collected over her teaching career and has each student try to figure out its meaning—whether political, social—and explain it to the class, giving students practical propaganda experience.—Minnesota Journal of Education

## **WEBSTER GROVES PRESENTS RECRUITMENT PROGRAM**

Inaugurated three years ago as an experiment in teacher recruitment, the Webster Groves Association of Classroom Teachers now classifies as "highly successful" its unique FTA program to which students contemplating teaching as a career are invited. The Board of Education of the Webster Groves school district co-sponsored the affair.

Beginning with a coke session after school, sixty students, as honored guests, were treated to a many-faceted overview of career teaching as they listen to speeches by administrators and

teachers, viewed a film, and took an entertaining look at the "Ups and Downs of Teaching" via a humorous skit.

Six outstanding speakers infectiously discussed "It's a Great Time to Teach."

Students were delighted with the skit featuring impressions from a busy day behind a teacher's desk. A group of teachers enacted the "dramatic" roles.

A number of rollicking parodies of "school" songs enlivened the in-between-courses portion of the dinner during which officers of the FTA were introduced. Students were called to the microphone to comment briefly (and in many instances, did so wittily) on "The Teacher Who Inspired Me Most." Other "extras" included individual souvenirs donated by business firms and traditional apple-for-the-teacher apples for all.

"I never saw teaching quite that way before," sparkled one of the youngsters, "so inspiring . . . and so much fun!"—by Yvonne H. Lanagan, English and Journalism, Webster Groves, Missouri, High School; School and Community

## Among The Books

**SO YOU WERE ELECTED!**, revised edition, 1960. By Virginia Ballard and Harry C. McKown. Published by McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36, New York.

This book was written because young people wanted a book "not too big, with all the stuff we need on leadership." It was designed to help discover, develop and capitalize youth leadership and followership. It is a practical guide to the duties, responsibilities and procedures of officers, committees and members of school, college, and church organizations and other groups of young people. In addition to local use, this book has been widely used as a text at all kinds of con-

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ferences, conventions, workshops, camps and youth leadership training courses.

The book is divided into two sections. Part I (seven chapters) deals with the whats, hows, whys, whens and wherefores of leadership, stressing the duties of certain main officers and positions. Part II (10 chapters) covers in complete detail the organization, promotion and programming of formal and informal social events, banquets, entertainments, carnivals, assemblies, clubs and other activities. Numerous appropriate illustrations add to usefulness and attractiveness.

**ACTIVITY BOOK**, the first of its kind issued by any state organization of student library assistants, has just been published by The Teen-age Library Association of Texas. This year-and-a-half project was jointly sponsored by the School Division of the Texas Library Association and the Library Section of the Texas State Teachers Association. Several outstanding school librarians served as editors and advisers.

This well-illustrated book was designed specifically to help local chapters plan and execute more varied and successful school programs. Its six major sections are, "Club Meetings," "Money-Making Projects," "Services," "General Publicity," "Bulletin Boards and Displays," and "Programs and Assemblies."

**ACTIVITY BOOK** may be obtained from Library Council, Senior High School, Drawer 877, Seminole, Texas. Price, \$1.25.

## Comedy Cues

It costs more now to amuse a child than it used to cost to educate his father.

★ ★ ★

### Time Makes Difference

"Darling," said the new bride boarding a train, "let's do our best to make other passengers think we've been married for years."

"Okay," replied the new husband, "do you think you can carry both of these suitcases?"

★ ★ ★

To find out what a man is, find out what he does when he has nothing to do.

### UP TO THE MINUTE OUTLINES

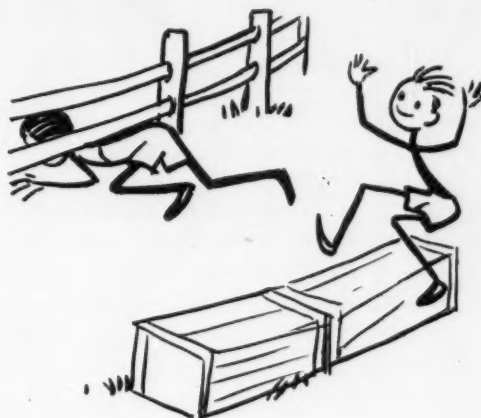
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Teaneck, New Jersey

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ANN ARBOR, MICH. 48106

